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**HIS 122: United States History from Reconstruction to the Present**

**Tidewater Community College, Portsmouth Campus**

**Fall Semester, August 25th to December 15th, 2015**

**Professor Adam Patrick Henry**



**Official TCC Course Syllabus**

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| **Discipline Prefix: HIS** | **Course Number: 122** | | **Course Title: United States History I – American History from Colonization to Reconstruction.** |
| **Course Section: N06P/33405** | |
| **Credit Hours: 3.0** | **Lecture Hours: 3.0** | |
| **Semester: Fall, 2015** | |
| **Meeting Days/Time/Location: Tuesday nights, 7:00 PM – 9:45 PM Building C Room 217** | | | |

**Instructor Information**

Name: Adam Patrick Henry

Office Location: To Be Determined

Office Hours: To Be Determined

**Contact Information**:

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Blackboard site: <http://learn.vccs.edu>

# Course Information

### Course Description

HIS 121 – 122 surveys United States History from its beginning to the present: HIS 122 surveys Reconstruction to the Present.

### Prerequisites and/or Co-requisites

Placement in ENG 111

### Required Course Texts and Supplementary Materials

*Making America: A History of the United States*, by Carol Berkin, Christopher Miller,

Robert Cherny, and James Gormly, Cengage, 2012, 6th Complete Edition.

Supplemental reading materials will be determined by the professor.

### Course Learning Outcomes

*After the completion of this course, students will be able to:*

* *Describe the political environment at various times in the United States and examine its connection to public policy.*
* *Explain the major economic issues in the United States’ history and describe what the United States has tried to do about them.*
* *Summarize/examine various aspects of American culture, including but not limited to the role of religion, immigration, civil rights, and ethnic diversity in American history.*
* *Describe the processes by which America (the United States) became a world power and asserted its influence across the globe.*

### Topics Covered in the Course

1. ***Industrialization in the post-Civil War period*** – The Reconstruction of the American South will be considered as both a social and an economic event – and one which dramatically changed the role of the federal government in the United States. Increasing industrialization and urbanization will be considered separately, particularly the role of railroads, the military, and big businesses in controlling the resources and territory west of the Mississippi River. The role of immigrants in the industrialization of the United States, and the organization of labor unions will also be considered in this regard.

2. ***Rise of the United States to World Power status*** – In this unit, we will consider the rapidly evolving foreign policy of the United States during the late 1890s and early 1900s, as the nation devoted itself to imperialist acquisitions. While this period is often identified as a sea-change in US foreign policy, it will be considered in the larger context of American expansionism – “Manifest Destiny,” – and within the United States’ traditional role as an influential power in Latin America and the Caribbean.

3. ***The Early Civil Rights Movement***– During the late 1800s and early twentieth century, women, African-Americans, immigrant groups, and marginalized religious and ethnic groups asserted for greater opportunities and equal rights. Bold leadership and confrontation on the part of social activists – particularly when it was reinforced by progressive state and federal government policies – resulted in dramatic social change in some instances. More frequently, bigoted, sexist, or nativist tendencies were either supported by the government, or the government’s inactions undermined individual rights.

4. ***Progressivism and its Presidents*** – In the Progressive Era, we will consider the role of unions in advocating for worker’s rights, the role of women in promoting social change, the economic and political reforms which attempted to manage corporations and big businesses while empowering voters, and the Presidents who most effectively promoted these changes.

5. ***World War One*** – We will study “The Great War” as a conflict in which the United States played a peripheral, but pivotal role. The conflict brought the United States more international influence and responsibility than our nation was comfortable with, though. Two incidents in the aftermath of the war prove to be revealing episodes – first, the poor fate of Woodrow Wilson’s Fourteen Point Plan and the Treaty of Versailles; and secondly, the Spanish Flu of 1918 and 1919.

6. ***The Twenties*** – Warren G. Harding attempted to start the decade off with a “Return to Normalcy.” The decade proved to be anything but normal, though. Fears of radicalism emerged – the Palmer Raids, the Red Scare of the 1920s, and the Sacco and Vanzetti trial, for example, dramatized the anxiety. Conflict between urban and rural people; “wets” and “drys” during the era of Prohibition, and the conflict between science and religious fundamentalism which was brought to light by the Scopes Monkey Trial of 1925 all characterized the age. And the literature of the decade, works from The Lost Generation of expatriate American authors in Europe and the contributions of African-American writers during the Harlem Renaissance, helped to shape America as well.

7. ***Immigration*** – The conflict over immigration in the United States has shaped the nation’s identity since it was founded. During the late 19th Century, heavy immigration allowed the United States to settle and populate the West, even as we industrialized and developed urban centers in the East. The Statue of Liberty, erected during the 1880s with “The New Colossus,” by Emma Lazarus at its base, stood in stark contrast with many of the nativist laws and racist policies which immigrants were subjected to during the era. By the 1920s, dramatic restrictions on immigration to the United States were in place.

8. ***The Great Depression*** – The onset of the Great Depression during the late 1920s and the radical change in the role of the federal government during this period will be chronicled in this portion of the course. Franklin Delano Roosevelt’s New Deal policies, many of which revolutionized the role of government, remain with us to this day. His critics, some of whom branded him as a socialist, and others who viewed his policies as not far reaching enough, helped to define the modern political era. The difficulties of the time period – both economically and socially – have become an important part of our national character as well.

9. ***World War II and the Atomic Bomb*** – The role of the United States in World War II in both Europe and the Pacific will be examined in this portion of the course. The underlying causes of the war, the participation of American troops in the greater conflict, and the emergence of the United States as a global superpower will be considered. The Holocaust, the catastrophic influence of the war on the USSR, and the emergence of the atomic age at the end of the conflict will all be evaluated as well.

10. ***The Cold War*** – While the Cold War is remembered as a period of heightened tensions and anxiety with the ever-present possibility of global nuclear war, it was in fact one of the most peaceful periods in World History. While the war of ideologies – governmental, economic, and societal – between the United States and our Soviet adversaries remained non-combative, its rhetoric spilled over into hostility on several occasions, and wars to stop the spread of communism, or alternately, to prevent capitalist imperialism, defined the period. Conflicts erupted in West Berlin, Korea, Vietnam, and throughout Latin America, most frighteningly in Cuba, where the world came to the brink of thermonuclear war.

11. ***The Civil Rights Movement*** – The Civil Rights Movement for African-Americans is the prevailing narrative of this unit – with a heavy emphasis on the civil disobedience and non-violent methods of the Rev. Dr. Martin Luther King, Jr. Yet the movement was not exclusively characterized by King’s methodologies, and the narrative of the Civil Rights movement will not focus exclusively on African-American led protests. To be certain, a variety of methods – some much more devoted to posturing and hostility than to non-violence – and a variety of groups – including women, Native Americans, students, the disabled, and Latino organizations, sought to establish justice and equal opportunity in America.

12. ***The Aftermath of the Cold War*** – The final section of the course will focus on the dramatic changes in the world over the course of the last twenty years – as globalization and interdependency have come to play a larger role in our nation’s affairs. The threat of terrorism, environmental catastrophes, dependency on foreign energy sources, and the increasing dependency on mechanized and computerized sources for the production and distribution of basic needs have come to characterize our economy and our social interactions. A twenty-four hour media and the rush of a twenty-hour a day business cycle have redefined expectations about what it is possible to accomplish, and influenced our culture dramatically as well.

### Description of Assignments/Assessments

# Course Schedule

The following course schedule may change due to the progression of the course. The course schedule may change at the discretion of the instructor; however, students will be notified in writing when any changes/additions are made to the schedule.

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| **Unit or Week** | **Topics for the Week and Assigned Readings:** | **Assignments:** |
| Aug. 25, 2015 | ***The Civil War and Reconstruction***. Read pages 369 – 396, “Reconstruction: High Hopes and Shattered Dreams, 1865 – 1877.” Read also, Ed Ayers, “The Civil War and Reconstruction on a World Stage.” | Ed Ayers Article. |
| Sept. 1, 2015 | ***The Gilded Age: Urbanization and Labor Unions***. Read pages 397 – 432, “The Nation Industrializes, 1865 -1900,” and read pages 433 – 465, “Life in the Gilded Age, 1865 – 1900.” |  |
| Sept. 8, 2015 | ***Progressivism and Social Changes***. Read pages 503 – 535, “The Progressive Era, 1900 – 1917.” |  |
| **Sept. 10, 2015** | **LAST DATE TO WITHDRAW FOR A TUITION REFUND.** | **Withdrawal Deadline for Tuition Refund.** |
| **Sept. 15, 2015** | **TEST ONE ADMINISTERED TODAY.** ***The Spanish American War and United States Foreign Policy***. Read pages 466 – 502, “Politics and Foreign Relations in a Rapidly Changing Nation, 1865 – 1902” | **Sept. 15, 2015**  **TEST ONE** |
| Sept. 22, 2015 | ***World War I and the Aftermath of the War****.* Read pages 536 – 564, “The United States in a World War, 1913 - 1920.”  **Topics for Paper One will be distributed and posted.**  Importance of timely research and academic integrity will be discussed, including rudiments of MLA citations. |  |
| Sept. 29, 2015 | ***The Roaring 1920s***. Read pages 565 – 596, “Prosperity Decade, 1920 - 1928.” |  |
| Oct. 6, 2015 | ***The Great Depression***. Read pages 597 – 631, “The Great Depression and the New Deal, 1929 - 1939.” |  |
| **Oct. 13, 2015** | **TEST TWO ADMINISTERED TODAY.** Origins of World War II. Read pages 632 – 663, “America’s Rise to World Leadership, 1929 – 1945.” | **Oct. 13, 2015**  **TEST TWO** |
| **Oct. 20, 2015** | **NO CLASS – TCC Campus Closed** |  |
| Oct. 27, 2015 | ***The Second World War***. Read and or review pages 654 – 687, “America’s Rise to World Leadership, 1929 – 1945.” |  |
| **Nov. 2, 2015** | **LAST DAY TO WITHDRAW WITHOUT ACADEMIC PENALTY FROM A 16 WEEK COURSE** | **Withdrawal deadline to avoid academic penalty.** |
| **Nov. 3, 2015** | **PRIMARY SOURCE ANALYSIS PAPERS DUE.** ***The Origins of the Cold War***. Read pages 664 – 689, “Truman and Cold War America, 1945 – 1952.” | **Nov. 3, 2015**  **PRIMARY SOURCE PAPERS DUE.** |
| Nov. 10, 2015 | ***Social Harmony and the Origins of the Civil Rights Movement***. Read pages 690 – 715, “Quest for Consensus, 1952 – 1960.” |  |
| **Nov. 17, 2015** | **TEST THREE ADMINISTERED TODAY.** ***The Civil Rights Movement at High Tide***. Read pages 716 – 740, “Great Promises, Bitter Disappointments, 1960 – 1968.” | **Nov. 17, 2015**  **TEST THREE** |
| Nov. 24, 2015 | ***The Vietnam War Era, Richard Nixon, Self-Doubt and Radical Dissent.*** Read pages 741 - 765, “America Under Stress, 1967 – 1976” |  |
| **Dec. 1, 2015** | **PAPER TWO IS DUE**. **The Cold War and United States as a Superpower: Ronald Reagan to William Jefferson Clinton**. Read pages 766 - 792, “New Economic and Political Alignments, 1976 – 1992.” | **Dec. 1, 2015**  **PAPER TWO DUE.** |
| Dec. 8, 2015 | ***Modern United States History: George W. Bush, Barack Obama, and the United States at a Crossroads***. Read pages 793 - 824, “Entering a New Century, 1992 – 2013.” |  |
| **Dec. 15, 2015** | **FINAL EXAM: Tuesday, Dec. 15, 2015 at 7:00 PM Building C Room 217** | **Dec. 15, 2015**  **FINAL EXAM** |

### Blackboard and Course Communication

All of the PowerPoint presentations and course materials which can be posted as electronic files will be put on Blackboard prior to or immediately after class is held. Students should review and be familiar with all of the information posted to Blackboard – whether that information has been specifically reviewed in class or not. Test questions will be derived from this information, and you should be able to demonstrate competency in of each topic in the papers you submit.

The best way to contact me is via cell phone. My number is posted at the beginning of the course syllabus. It is best to reach my by text message or e-mail. Please identify yourself in your first text message so I’ll know how to respond. I will check my TCC e-mail account regularly, but you will probably get a faster response by contacting me via phone.

# Course Policies

**1. Attendance Policy**: All students are expected to be present and on time at all scheduled class and laboratory meetings. Instructors are not required to admit a student who arrives late to the classroom. A student who adds a class or registers after the first day of classes is counted absent from all class meetings missed.

If a student is absent more than 15 percent of scheduled instructional time, attendance may be defined as unsatisfactory. This calculation includes absences occurring during the add/drop period. See also the Withdrawal Policy in this syllabus for more information. Per the college’s attendance policy, faculty has the right to develop a more stringent policy as well. Students who do not attend or participate in class by the deadline to drop for tuition refund may be deleted from the course.

***In practice this means that any student who misses three classes will have a significant deduction from his or her class participation grade. A fourth cut will result in a zero for class participation – a mandatory deduction of 25% from your final grade. Missing five classes will result in failure.***

**PLEASE NOTE: ANY STUDENT WHO HAS MISSED MORE THAN ONE CLASS PRIOR TO THE SEPTEMBER 10TH DEADLINE FOR DROPING FOR A TUITION REFUND WILL BE DROPPED FROM THE COURSE IF YOU HAVE NOT PROVIDED AN EXPLANATION FOR YOUR ABSENCES AND DECLARED YOUR INTENTION TO MAKE EVERY CLASS FROM THIS POINT FORWARD. THERE IS VERY LITTLE CHANCE OF SUCCESS IN THIS COURSE IF YOU ARE NOT IN ATTENDANCE EACH WEEK. I WILL NOT ALLOW YOU TO WASTE YOUR MONEY – AND YOUR TIME – IF IT IS NOT YOUR INTENTION TO ATTEND.**

**2. Late Work/Make-up Exam Policy**: (1) If you miss a test, **you must make up the exam at the test center on campus here in Portsmouth within two weeks of the date of the exam**. After two weeks, a ***zero (0)*** will be entered into the gradebook. There will be a penalty assigned for failing to take the exam in a timely manner, and an alternative test will be provided. (2) Papers must be submitted in paper – ***NOT ELECTRONICALLY*** – on the day that they are due. If I do not have a ***paper copy*** of your work in hand on the day the assignment is due, it is late, and one letter day will be dropped per day until such time as the paper is submitted. ***No paper will be accepted without a Works Cited page and citations in MLA format. If your paper is not submitted within ten (10) days of the due date, you will receive a zero for the paper.***  (3) Any student who misses the final exam will take an alternate form of the exam at the Test Center on campus. ***You final exam score will be penalized by twenty points for failure to take the exam in a timely manner***. If the exam has not been taken by the final day of instruction for the semester ***(December 18th, 2015)*** a grade of zero will be entered.

**PLEASE STAY IN CONTACT WITH ME SHOULD EMERGENCIES OR ANY OTHER TYPE OF PERSONAL CATASTROPHE ARRISE. I AM VERY REASONABLE AND WILLING TO BEND OVER BACKWARDS TO ASSIST YOU – AS LONG AS YOU KEEP ME INFORMED AS TO THE OBSTACLES YOU FACE IN BEING SUCCESSFUL.**

**3. Statement on Classroom Behavior**: TCC is committed to maintaining a social and physical environment conducive to carrying out its education mission. Therefore, all members of the TCC community are expected to demonstrate standards for civility.

* Be moderate in speaking. Loud, obscene, argumentative, or threatening speech is disruptive to teaching and learning and is offensive to others. It has no place in an academic setting.
* Resolve any disagreements in a positive, non-combative manner. Request the assistance of college authorities if needed.
* Show respect for the comfort of others in an educational setting by observing acceptable standards for personal cleanliness and dress.

**4. Electronic Devices Policy:** Cell phones, pagers, and other communication devices are prohibited from use in classrooms, laboratories, and libraries, unless authorized by the appropriate faculty or staff. Although soundless communication devices such as cell phones and pagers are permissible in classrooms, college offices, and/or meeting rooms, they must not be answered during class.

**5. Disposition of Classes for Emergency Shutdown of the College:**

*In the event of an emergency shutdown of the college, the president and her executive staff may elect to conclude the term in session if eighty-five percent or more of that term has been completed. If the term in session is concluded, faculty shall compute final grades of students based on coursework completed at that point.*

### Grade Policy

**Graded Assignment: Weight: Date of Assessment:**

Test One 10 % September 15, 2015

Test Two 10% October 13, 2015

Primary Source Analysis Paper 10% November 3, 2015

Test Three 10% November 17, 2015

Paper Two 20% December 1, 2015

Final Exam 15% December 15, 2015

Class Participation 25% Cumulative

Final grades are made available to each student within the Student Information System (SIS) now web delivered via MyTCC or SIS. Based on the progression of the course, the grade distribution for each assignment may change. However, if changes are made, I will notify students in a timely manner and in writing.

# Academic Policies

Students are responsible for being aware of the policies, procedures, and student responsibilities contained within the current edition of the TCC *Catalog* and *Student Handbook*. Students should familiarize themselves with the college's policies regarding misconduct and inclement weather found in the *Student Handbook*.

### Withdrawal Policy

Students who wish to withdraw without academic penalty should contact a counselor to determine the appropriate procedure. Withdrawals through completion of 60 percent of a session will result in a **W** grade. After 60 percent of a session is completed, a withdrawal will result in a grade of **F** in a credit course or a grade of **U** in a developmental course, except under mitigating circumstances that must be documented by the instructor and approved by the academic dean. Dynamic session classes have unique refund and withdrawal dates. Contact a campus Enrollment Services Office for more information, or visit <http://www.tcc.edu/students/calendar/academic/Dynamic.htm>.

**A student who drops after the last day to withdraw does not receive a "W." He/she receives an "F," in which case there is both an academic and financial penalty. A student who withdraws by the deadline faces a financial penalty, but not an academic penalty.**

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| **Sept. 10, 2015** | **Deadline to drop for tuition refund** |
| **Nov. 2, 2015** | **Deadline to withdraw without academic penalty and to receive a grade of W for the course** |

### Academic Integrity

TCC will expect students to demonstrate personal and academic integrity, to be open to new ideas, and to share in a community where individuals from diverse backgrounds and cultures help one another grow intellectually, socially, and personally. TCC expects students to achieve, not just to get by. And while many caring and talented faculty and staff are here to help, students must take responsibility for their own learning. Students should strive for a high level of academic performance and to be responsible, contributing citizens within the college and in outside communities. Above all, TCC wants students to develop a love of learning that will last a lifetime, along with a life-long interest in maintaining emotional and physical wellness.

### Statement on Plagiarism and Academic Misconduct

Academic misconduct includes, but is not limited to, the following actions: cheating on an examination or quiz—either giving or receiving information; copying information from another person for graded assignments; using unauthorized materials during tests; collaboration during examinations; buying, selling or stealing examinations; arranging a substitute for oneself during examinations; substituting for another person, or arranging such a substitution; plagiarism—the intentional or accidental presentation of another’s words or ideas; collusion with another person or persons in submitting work for credit in class or lab, unless such collaboration is approved in advance by the instructor.

Faculty members who have reliable evidence of academic misconduct will (1) investigate the matter, and (2) review the facts of the matter and the proposed penalty with the appropriate academic dean. They may then take one or more of the following actions:

* Require the work to be accomplished again
* Give no credit for the test, paper, or exercise
* Assign a grade of **F**, **U**, or **W** for the course
* Refer the matter to the campus Dean for Student Services or designee for possible disciplinary sanction through the college’s disciplinary procedure

If the faculty member chooses to refer the matter to the campus Dean for Student Services or designee for disposition, the Plenary Disciplinary Procedureshall be followed, and the student’s dismissal from the college is a possibility.

### Educational Accessibility (Formerly Disability Services)

Students who have documented, diagnosed disabilities, and who need special accommodations for tests, etc., are advised to see the Educational Accessibility Disabilities Services staff in Student Services so that the instructor may be notified of what accommodations are appropriate in each case. Requests for accommodations should be made to the designated campus Educational Accessibility counselor at least 45 days before classes begin. Documentation must be provided to support the need for accommodations. For assistance with disabilities, contact the campus Educational Accessibility Counselor/Provider or the Coordinator of Educational Accessibility Services: call 822-1213, visit Student Services/Development, or visit the Educational Accessibility webpage at <http://www.tcc.edu/students/specialized/disabilityservices/index.htm>

### Emergency Procedures

In the event of a bomb threat, tornado, or fire, students and staff may be asked to evacuate the building or move to an internal assembly area location within the building. Evacuation routes are posted in each classroom. The map indicates the route to the internal assembly area as well as the route to the nearest exit and location of the Emergency Assembly Area. Students should review the maps and make sure that the exit route and assembly location for the building are clearly understood. If you will require assistance during an evacuation, let your instructor know at the end of the first class.

Tidewater Community College uses TCC Alerts to immediately contact and inform faculty, staff and students of a major crisis or emergency. TCC Alerts delivers important emergency alerts, notifications, and updates via:

* Email account (work, home, other)
* Cell phone
* Pager
* Smartphone/PDA (BlackBerry, Treo & other handhelds)

When an incident or emergency occurs, authorized senders will be instantly notified via TCC Alerts. TCC Alerts is a personal connection to real-time updates, instructions on where to go, what to do, or what not to do, who to contact, and other important information. New users may also register by sending a text message to **411912** keyword: **TIDEWATER.** To cancel the service, text **TIDEWATER STOP** to **411911**.

## Student Success Resources

The following resources are available to TCC students. See the *Student Handbook* or visit <http://www.tcc.edu/forms/handbook/> for more information about student services and locations.

### Library

A library is located at each TCC campus and at the Visual Arts Center. These libraries are intended for research and study, and they contain materials in print and digital format to support the courses, curricula, and mission of the college. The research materials include books, newspapers, magazines, journals, DVDs, streaming media and an extensive collection of indexes, abstracts and full-text databases. Faculty members may place materials on reserve in the libraries for their students. Visit this site for more information: [www.tcc.edu/library/](http://www.tcc.edu/library/)

### Academic Support Services

Each campus provides various kinds of academic assistance. One-on-one tutoring, math and computer labs, and other forms of individual and group assistance may be available. Students can also find free help for writing, from short questions about commas and comma splices to a comprehensive review of research papers in progress, in the Writing Centers.

### Online Help Desk

Visit the following Distance Learning Resources for Students website for information about computer skills, technical support, library services for online students, and much more: <http://www.tcc.edu/students/dtls/>

### Important Websites

* College Website: [www.tcc.edu](http://www.tcc.edu)
* Blackboard and Student E-mail: <https://tcc.my.vccs.edu/jsp/home.jsp>
* Student Handbook: <http://www.tcc.edu/forms/handbook/>
* TCC *Catalog*: <http://www.tcc.edu/forms/catalog/>
* Class Schedule: <http://www.tcc.edu/schedule/> (or log-in to SIS for current course offerings)
* Academic Calendar: <http://www.tcc.edu/students/calendar/academic/index.htm>
* Distance Learning Resources: <http://www.tcc.edu/students/dtls/>
* For current financial aid information and assistance, visit <http://www.tcc.edu/students/finaid/> or <http://studentaid.ed.gov/>.

HIS 122 Syllabus

Fall Semester, 2015

I have read the syllabus and understand all policies and guidelines for HIS 122.

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***Student Name***

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***Student Signature Date***